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ABSTRACT

The Secondary Program for the Handicapped performs vocational evaluations on secondary handicapped students in order to improve their programming by making their education more relevant to future jobs. Extensive improvement in instructional programming was achieved for one-third of the students served, with modest benefits for another third, and negligible effects for the last third. These benefits were limited by factors external to the Vocational Evaluation Center. For three of five districts studied, important spinoff effects on the secondary school special education program were identified. Educators discussed the vocational evaluation reports; the only possible area for improvement might be debriefing. More than twice the number of students expected were served. Sixty percent of the students were learning disabled; 18 percent were emotionally disturbed; other eligibilities accounted for relatively small percentage. Besides achieving its objectives, this project demonstrated continuous improvements in its procedures; conducted outreach activities; and performed over 100 group-based prevocational skills screenings. (Author/BW)

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ED209277

FINAL EVALUATION REPORT
1979-80

Secondary Programming for the Handicapped

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Approved A. L. Roecks

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TM 810 770

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Special Education
Secondary Programming for the Handicapped

SUMMARY OF EVALUATION ON THE ACCOMPLISHMENT OF
OBJECTIVES FOR SECONDARY PROGRAMMING FOR THE HANDICAPPED

The purposes of the Secondary Program for the Handicapped are described on the Program Description page below. The program performs vocational evaluations on secondary handicapped students. As a result of the vocational evaluations these students were to experience improvements in their programming, particularly making their education more relevant to future jobs.

All of the evaluation questions, data, memoranda, and reports have been grouped by the objective to which they pertain and are attached.

The Senior Evaluation Manager believes this is an exemplary project. Besides achieving its objectives, it has demonstrated continuous improvements in its procedures; conducted outreach activities to ESC-20 LEA's and other state and regional agencies; and performed for over 100 students group-based prevocational skills screenings. However, most importantly, it has had a major impact on the instructional programming for about one-third of the students served. The magnitude of these effects is far beyond the typical project. ESC-20 and TEA need to find a way to change this year-to-year funded project into an ongoing funded program of ESC-20.

The major findings of the project are as follows:

Objective 1. This objective calls for 44 handicapped students to receive a comprehensive and complete vocational evaluation. The objective was achieved by early January; by May 23rd, 44 students received vocational evaluations. Students pending evaluation will bring the final number to about 50.

Sixty percent of the students served were Learning Disabled; eighteen percent were Emotionally Disturbed. Other eligibilities accounted for about ten percent or less of the cases.

Evaluation Services contracted with an external vocational evaluation expert from the Center for Rehabilitation Studies at North Texas State University. The external expert, project staff, and Evaluation Services developed an instrument to assess the comprehensiveness and completeness of vocational evaluation reports. All sampled reports were judged comprehensive and complete by the expert. Furthermore, comments from readers interviewed by Evaluation Services corroborated the expert's judgment (e.g., "Boy, there is a picture of _____! Now we see why he acts that way,").

Objective 2. This objective requires a minimum of 16 handicapped students to have an Individual Educational Program (IEP) developed recommending specific programs as instructional options. Based on intensive interviews, Evaluation Services estimates 44% of 50 cases, or 22 students will have IEPs so developed.

Objective 3. A manual containing information on the program was called for in this objective. The TEA monitor suggested delaying dissemination of the manual because the state had yet to make a number of decisions about vocational evaluations. For this reason evaluation resources were redirected to other work.

Additional Evaluation Support:

(1) Developing and clarifying several sets of program objectives.

(2) Keypunching and producing statistical analyses of test data.

(3) Analyzing and reporting needs assessment data on Job Analysis.

(4) Evaluating several workshops related to the program.

PROGRAM DESCRIPTION

Given the Education of All Handicapped Children Act (P.L. 94-142), the vocational education subpart of the Education Amendments of 1976 (P.L. 94-482), and the Rehabilitation Act of 1973 (P.L. 93-112, sections 503 and 504) a mandate exists "for total participation of handicapped persons in society" (proposal, pg. 8). Needs assessment data collected in Region 20 established vocational preparation, especially for secondary special education students, as a high need. ESC-20 submitted and received funding for two projects to ensure the education of secondary handicapped children results in vocational preparation allowing them to participate meaningfully in society.

This $56,985 ESEA, Title IV-C program employs a full time Vocational Evaluator and a .65 FTE Project Manager. It is housed in a Vocational Evaluation Center (classrooms located at Woodridge Elementary School). The center contains the VIEWS (16 work sample assessments correlated to the DOT), two VALPAR work samples, Project Discovery (about eight simulated job samples), Tool Tech, and Interest inventories. These resources are used to conduct the following activities:

Information Dissemination
- Brochures and letters sent to LEAs asking for potential clients
- Visits to LEA's learning about their ARD/IEP process and explaining project
- Meetings at Woodridge introducing facility to LEA staff

Vocational Evaluation
- Initial visit with LEA diagnostician or vocational counselor present
- Assessment lasting anywhere from ½ day to as much as 6-8 days
- Report writing

Facilitating use of vocation evaluation reports
- Debriefing LEA personnel
- Project Manager's work with LEA personnel

The product that results from these activities is a Vocational Evaluation Report specifying, among other things, student interests, work sample results, results of manual dexterity and motor coordination tests, knowledge of tool use, and behavioral observations. The report would also recommend prevocational needs to be addressed and appropriate placements. Another product is the closer working relationships among all LEA persons involved in the ARD/IEP process, especially the diagnostician and vocational counselor.

The specific objectives of the project are to provide 24 students with comprehensive vocational evaluations, enable at least 16 of these 24 to have improved instructional options, and to disseminate a manual to tell other LEAs how ESC-20 did it. A longer range goal would be to establish a cost-effective vocational evaluation center.

USING EVALUATION DATA

FINDINGS	ACTION
IMPACT ON STUDENTS	
A. We estimate extensive improvement in instructional programming for one-third of the students served. The case reports document a substantial pervasive change in these students' instructional program which will better meet their post-schooling needs. We found quite modest benefits to another one-third of the students and negligible effects in the last third. These findings were based on interviews covering the use of vocational evaluation reports for a representative group of students.	The findings suggest the project worked well. However, to increase the percentage of cases with extensive improvement in instructional programming two actions are being taken. The Intake Form will require the name of vocational personnel to whom a copy of appropriate reports can be sent. This will increase the number of advocates for appropriate programming. Also, referrals will only be taken from districts with adequate knowledge of the students' prevocational skills, thus increasing the likelihood of impacting students.
B. The benefit to students is limited by factors external to the Vocational Evaluation Center. These include, but are not limited to, Local Education Agency (LEAs) existing personnel and programs, the attitudes and behaviors of students, and the students' family situation.	Project Staff will be concentrating on LEA factors which they can affect. A three-pronged approach is planned. First, project staff will be attempting to upgrade the skills of LEA personnel by teaching them to do prevocational screening (Level I assessments) and certain worksample assessments. Second, project staff will be focusing project activities to some extent on LEAs having the prerequisites to utilize vocational evaluations or having the interest to gain these skills. Third, project staff will be attending more Admission Review Dismissal Committees (see D. below) where they will be able to be more active in promoting appropriate use of the reports. All three approaches have potential for overcoming limitations.

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.

FINDINGS	ACTION
IMPACT ON EDUCATORS	
C. For three of five districts studied important spinoff effects on the secondary special education program were identified. In the judgment of the Senior Evaluation Manager these effects are potentially as important as the direct effects on students. For example, one high school is planning to change the secondary curriculum to a functional skills curriculum as a pilot project.	Project staff see themselves continuing their general consultative assistance role to teachers, LEAs, ESCs, and the state. They even made consultative assistance to model high schools the subject of a Title IV-C proposal. However, this proposal was not submitted this year.
D. Many educators were reported to have discussed the reports. Readers were very impressed with the reports. The only possible area for improvement might be debriefing.	The vocational evaluation report format will be modified to state the day(s) of week and hours the Vocational Evaluators will be available for Admission Review Dismissal Committees (e.g., M, F 3-5 p.m.). This will be an opportunity for the evaluators to debrief appropriate persons on the data gathered, observations incidental to the evaluation, and interpretations/implications for the students' program. Project staff state debriefing of whomever accompanies the student and, often, the student occurs while the student is being tested.

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.

USING EVALUATION DATA

FINDINGS	ACTION
QUALITY OF THE REPORTS	
E. All nine reports met the criterion of comprehensiveness and completeness as judged by the external expert. The only improvement in reporting possible, suggested by the experts' ratings, was that LEAs have a specific reason for the referral and perhaps more (or more clearly presented) background data.	Project staff have revised the Intake Form, Basic Skills Checklist, and Behavior Rating Scale to lead to clearer reasons for referral and more clearly presented background data.
THE PRODUCTION OF THE REPORTS	
F. The project had evaluated 44 students as of May 23rd, 1980; by June 30th more than twice the number specified in the objective will be served. The average number of hours to produce a Vocational Evaluation Report has dropped from about 23 hours to 12.5 hours (cases evaluated after December). Consultative assistance remains a small percentage of case time.	Project staff report follow-up consultative assistance is only possible for Level II assessments (assessing potential for vocational programming). Furthermore, follow-up consultative assistance (1) can alienate school district personnel if it is too directive, and (2) is unnecessary since many cases are referred more to meet the requirements for a vocational evaluation than to effect program placement.
	Nonetheless, two actions are planned. The number of referrals not accepted will be increased to maximize the potential impact of the reports. *Second, project staff will do a telephone follow-up about 3-6 weeks after releasing the report to see if there is any consultative assistance they can provide the districts in using the report information.*

Activity	Percentage
Set-up/Takedown	6%
Consultative Assistance	3%
Direct Service	33%
Analysis & Report Writing	58%

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.

USING EVALUATION DATA

FINDINGS	ACTION
STUDENTS SERVED	
G. The students served in this project this year were about 60% Learning Disabled and 18% Emotionally Disturbed with other eligibilities accounting for relatively small percentages.	Project staff stated a project goal was to evaluate higher functioning students who had a potential for independent living and job placement. This resulted in referrals of Learning Disabled and Emotionally Disturbed students. Project staff would like to increase the number of higher functioning Mentally Retarded students served, but no action is planned at this time.
H. Their ages were distributed as follows:	Project staff plan to increase the proportion of 15 and 16 year-olds served. They have designed a letter and a brochure describing their services which emphasizes these ages.
I. Districts served (data from both** projects) were:	no action planned.

AGE	Percentage
Less than 15.0	14%
15.0 to 16.11	34%
17.0 or more	52%

District	#
Bexar County	(64)
NEISD	18
NISD	18
EISD	7
AHISD	6
Lackland ISD	4
SAISD	4
Ft. Sam ISD	3
ECISD	2
Harlandale	2
Non-Bexar County	(32)
Eagle Pass ISD	11
Sabinal ISD	8
Bracketville ISD	6
Kerrville ISD	4
Out-of-region ISD's	2
Medina ISD	1

*Action means concrete policy, procedures, decisions, or assignments.

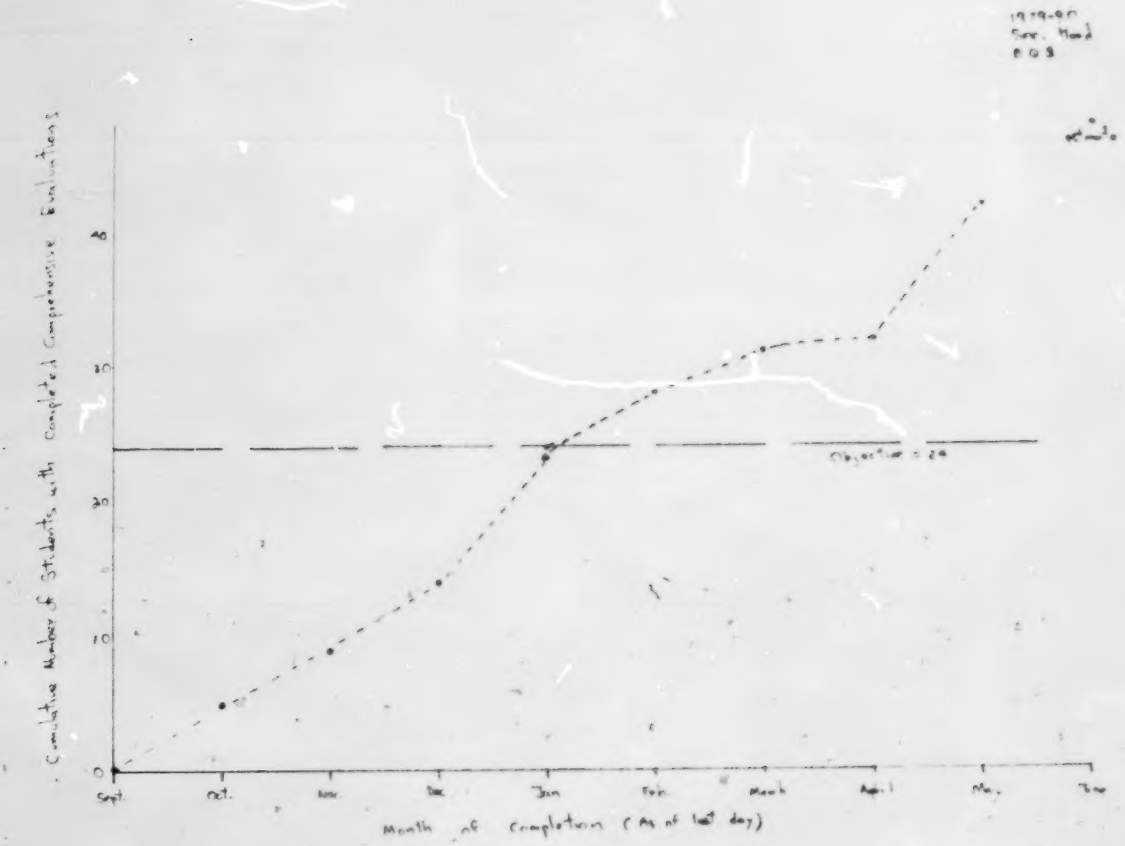
"No action" may be justified but should be explained for the record.

**Another program funded by TEA's Division of Occupational Education and Technology with Public Law 94-482, Title II, Vocational Education monies also supported similar purposes as this project.

PROGRAM OBJECTIVE 1

By May 30, 1980, a minimum of twenty-four handicapped students representing schools participating in the first and second years of the Model for Planning and Coordinating a Comprehensive Educational Program for Secondary Handicapped Students will have received a comprehensive vocational evaluation (see Appendix VIII for data to be included in report). Accomplishment of this objective will be evidenced by an external vocational evaluator judging the Vocational Evaluation as comprehensive and complete.

E.Q. 1 *Will a minimum of 24 handicapped students receive comprehensive vocational evaluations?*



Distribution Statistics

The 44 students evaluated as of May 26, 1980 were distributed by eligibility and age as follows:

Eligibility	N
LD	26
ED	8
MR	5.5
Other	4.5
TOTAL	44

Age	N
13.0 - 14.11	6
15.0 - 16.11	15
17.0 - 18.11	22
19.0 +	1
TOTAL	44

The 96 students evaluated as of May 26, 1980 by both this Title IV-C and the vocational education project in the file on May 26, 1980 were distributed by LEA as follows:

District	N
Bexar County	(64)
NEISD	18
NISD	18
EISD	7
AHISD	6
Lackland ISD	4
SAISD	4
Ft. Sam ISD	3
ECISD	2
Harlandale	2
Non-Bexar County	(32)
Eagle Pass ISD	11
Sabinal ISD	8
Bracketville ISD	6
Kerrville ISD	4
Out-of-region ISD's	2
Medina ISD	1

EQ 2. *How many hours per week, on the average are vocational evaluators providing assessment service?*

Vocational evaluators are providing about 24 hours per week. This answer is based on a 28-week period from the week of 9/3/79 to 3/31/80, excluding the weeks of 11/19, 12/24, and 3/17. Because the figures for the two projects (this one funded by Title IV-C and the second one funded by Vocational Education) are so close, one estimate rounded to the nearest .5 hour/wk. is given:

Nature of Task	Hours Per Week
Assessment Service	
Data analysis & report writing	10.0[a]
Direct Service (i.e. testing)	7.5
Consultant visits	3.5
Workshop presentations	2.5
Set-up/Take down	1.0[a]
Other	
Building a Vocational Evaluation Center	10.0 [a,b]
Travel	2.0
Staff development	1.0
Center staff meetings	1.0
Leave (est.)	1.5[c]

NOTE

a These three figures are a breakdown of the preparation hours in Raw Data Table 4 below given the data from Raw Data Tables I and 2.

b This includes setting up the physical building and materials, reviewing materials, writing and modifying procedures, etc., that is, all the developmental work necessary.

c This is a very gross estimate obtained by subtracting the total of all other estimates from 40 hours per week.

Using a sample of 61 cases completed by both projects the average hours per case is distributed as follows:

Average Hours Per Case for Various Services

Project	N	Set-up/ Take down	Consultative Assistance	Direct Service	Analysis & Report Writing	Total
IV-C	28	1.36	0.27	4.75	7.71	14.09
Voc. Ed.	33	0.64	0.60	5.61	10.04	16.87
Average	61	0.97	0.44	5.21	8.97	15.59

However, this average is not descriptive of the Vocational Evaluation Center, as this comparison between the 14 cases evaluated prior to November with the 13 cases begun after December is the sample of 61 shows.

Average Hours Per Case for Two Samples

Sample	N	Set-up/ Take down	Consultative Assistance	Direct Service	Analysis & Report Writing	Total
Prior to Nov.	14	1.6	1.3	7.8	12.3	23.0
Post Dec.	13	0.6	0.0	4.7	7.3	12.5

The Vocational Evaluation Center is obviously streamling its procedures.

Raw Data Table 1

Hours spent on recreation evaluations (Vac. Id)

Date	Small Business	Corporate Assist	Direct Service	Indirect Service	Report Writing	Prep	Total
10/5	0.0 +9.0	5.5	19.0	0.0	17.0	4.0 [a]	45.5
8/10	0.0	0.0	10.5	0.0	25.75	0.0	[illegible]
10/10	0.25	0.0	11.0	0.0	14.5	0.0	[illegible]
10/21	0.6	2.0	8.5	0.0	12.2	0.0	[illegible]
10/23	0.1	1.0	10.5	0.0	11.2	0.0	[illegible]
11/4	0.42	0.0	5.25	0.0	15.09	0.0	[illegible]
11/13	0.0 +2.0	3.5	3.0 +1.0	1.0 [b]	11.75	1.0 [a]	[illegible]
11/22	2.5	0.0	5.0	0.0	13.0	0.0	[illegible]
12/10	0.50	0.0	4.5	0.0	14.75	0.0	[illegible]
1/29	0.5	0.0	9.0	0.0	10.0	0.0	[illegible]
10/16	0.0	0.0	8.0	0.0	11.0	0.0	[illegible]
10/16	0.0	1.5	5.0	0.0	11.5	0.0	[illegible]
11/21	1.0	0.0	5.0	0.0	11.25	0.0	[illegible]
11/26	1.10	1.00	3.66	0.0	11.35	0.0	[illegible]
12/10	0.0	0.0	5.00	0.0	11.00	0.0	[illegible]
3/6	1.33	0.0	8.0	0.0	6.17	0.0	[illegible]
11/6	0.42	0.0	5.25	0.0	9.34	0.0	[illegible]
12/4	0.0	0.0	5.0	0.0	10.0	0.0	[illegible]
11/26	1.10	1.00	3.66	0.0	7.80	0.0	[illegible]
11/26	1.1	1.0	3.6	0.0	7.3	0.0	[illegible]
1/30	0.5	1.0	3.0	0.0	8.5	0.0	[illegible]
11/15	0.84	0.0	5.5	0.0	6.11	0.0	[illegible]
11/26	1.1	1.0	3.6	0.0	6.3	0.0	[illegible]
1/16	0.5	0.0	3.0	0.0	8.5	0.0	[illegible]
1/21	1.0	0.0	5.0	0.0	5.75	0.0	11.75
11/8	0.0	0.0	2.5	0.0	9.0	0.0	11.5
11/13	0.50	0.0	4.5	0.0	6.50	0.0	11.5
1/16	0.5	0.0	3.0	0.0	7.5	0.0	11.0
11/26	1.1	1.0	3.6	0.0	4.8	0.0	10.5
11/13	0.50	0.0	4.5	0.0	5.50	0.0	10.5
2/8	0.5	0.0	2.5	0.0	6.75	0.0	9.75
2/5	0.5	0.0	2.5	0.0	6.25	0.0	9.25
[illegible]	0.0	0.0	2.5	0.0	5.75	0.0	8.25
Total	21.21 [c]	19.5	185		331.16		556.87 [c]
Ave.	0.69	0.6	5.61		10.04		16.87

a included in set-up / Take down
b included in direct service
c 0.03 "rounding error"

Raw Data Table 2

hours spent on vocational evaluations (IV-C)

Date Begin	Spatial Form. Loss	Qualitative Maintenance	Short Sentence	Accept Writing	Total
10/5	6.0	1.0	5.5	12.75	25.25
10/5	5.0	1.5	4.5	11.75	22.75
10/22	0.0	0.0	7.0	13.0	20.00
11/1	3.0	0.5	3.0	14.08	19.58
11/16	3.5	2.0	5.5	9.0	19.50
10/19	1.0	0.0	5.0	11.5	17.50
11/30	1.5	0.0	9.0	7.5	18.00
11/6	1.0	0.0	5.0	10.25	16.25
11/16	0.5	0.0	5.0	11.0	16.5
11/6	1.0	0.0	5.0	9.25	15.25
11/15	0.5	0.0	6.0	5.5	12.0
11/20	2.00	2.5	3.0	8.75	14.38
11/15	2.50	0.0	5.0	8.75	16.25
8/11	0.0	0.0	7.0	7.0	14.0
11/1	0.5	0.0	5.5	8.0	14.0
12/6	1.0	0.0	5.0	7.5	13.5
11/21	2.00	0.5	3.0	2.83	8.33
11/13	0.50	0.0	5.0	7.25	12.55
12/11	1.0	0.0	5.0	6.5	12.5
12/11	1.0	0.0	5.0	6.5	12.5
11/6	0.5	0.0	2.5	7.0	10.0
1/29	0.75	0.0	4.0	4.75	9.50
1/22	0.0	0.0	5.0	4.0	9.0
1/22	0.0	0.0	5.0	4.0	9.0
11/21	2.00	0.5	3.0	3.83	9.33
12/4	0.75	0.0	4.0	4.75	8.50
11/21	2.00	0.5	3.0	2.83	8.33
11/21	2.00	0.5	3.0	2.83	8.33
Total	38.1 hr	7.5 hr	133 hr	215.18 hr	394.38 hr
Ave.	1.36	0.27	4.75	7.71	14.09

Raw Data Table 3

Raw Data on Hours of Service/Week (TS = Mr. B.; TT = Mr. K.)

Week	Consultant visit TS	Consultant visit TT	Direct Service TS	Direct Service TT	Indirect Service TS	Indirect Service TT	Workshop Presentation TS	Workshop Presentation TT	Center Meetings TS	Center Meetings TT	Staff Dev. TS	Staff Dev. TT	Preparation TS	Preparation TT	Travel TS	Travel TT	Total TS	Total TT *
9/2							4.0	4.0					27.0	27.0			31.0	31.0
9/10	8.5		3.0				8.0	8.0	9.0	3.0			20.5	29.0	1.0		42	40
9/17	9.5	2.0	3.0		1.0				16.0	16.0			13.5	22.0	7.0		40	40.
9/24																	[illegible]	[illegible]
10/1	5.5	1.0							2.0	2.0			21.0	37.0			21.5	40
10/8	6.0	2.0	4.0	3.0			3.0	3.0					11.0	34.0	1.0		40.0	42
10/15	2.0	4.0	15.0	10.0			3.0	3.0					21.75	32.0	.25	1.0	40.0	40
10/22	3.5	4.0	6.0	7.0			6.0	2.0					20.5	26.0	3.0	1.0	39.0	40.0
10/29	2.0	2.0	12.0	12.0									20.0	29.0			40.0	39.0
11/5			2.5	2.0			2.5						21.0	35.0	1.0		40.0	40.0
11/12	2.0	1.5	9.5	6.0				6.0	3.0	2.0			15.0	25.5	2.5	2.0	40.0	40.0
11/19	16.0	12.0	8.0	14.0									6.0	3.0	6.0	6.0	40.0	40.0
12/3	3.0	4.0	10.0	10.0									25.0	22.0		1.0	38.0	40.0
12/10	4.5	2.5	2.0	10.0					1.5	2.0			24.0	25.5			40.0	40.0
12/17	3.5	1.5									6.0		22.5	38.5			40.0	[illegible]
12/31	4.0	6.5											11.5	17.0	0.5		24.0	24.0
1/7	2.5	4.0	6.0				6.0						29.5	27.5		0.5	40.0	32.0
1/14			6.0										24.0				40.0	[illegible]
1/21	9.0	8.5	4.0	10.0			12.5	12.5					8.0	8.0		1.0	37.5	40.0
1/28	3.0		4.0	8.0									21.0	32.0			28.0	42.0
2/4	3.0	3.0	5.0	8.0			6.0	6.0					23.0	21.0	4.0	3.0	40.0	40.0
2/11		5.0									2.5	10.0	4.0	18.0	18.0	4.0	4.5	37.0	42.0
2/18	5.75	5.75					11.5	11.5					6.0	6.75	2.25	16.0	45.5	40.0
2/25	7.5	7.0											31.5	32.0	1.0	1.0	40.0	40.0
3/3			8.0	6.0			1.5				5.5		14.0	26.0	1.5	0	30.5	32.0
3/10	8.0	3.0	19.25	8.0					1.75				15.5	21.0	0.5	4.0	40.0	36.0
3/24	5.5	5.5	8.5	7.0					2.0				30.0	27.5	0.5	1.0	41.5	41.0
3/31											16.0	12.0	17.0	7.0	21.0	7.0	40.0	40.0

* NOTE: Total figures do not include personal leave.

Raw Data Table 4

Summary Raw Data on Hours & Earnings/Week

Number of weeks: 78 = 87.0 77 = 66.0

		Averages (weekly)
Straight time	78	2.95
	77	3.11
Extra hours	78	7.85
	77	8.04
Unpaid time	78	0.04
	77	-0-
Workshop presented	78	2.37
	77	0.15
Instructing etc.	78	.10
	77	1.06
Study time	78	.98
	77	0.93
Vacation	78	19.81
	77	22.00
Travel	78	2.59
	77	1.86
TOTAL	78	38.04 (.19 pd)
	77	38.31 (.51 pd)

E.Q. 3 *Have our reports met the criteria of comprehensiveness and completeness? What are the recommendations of an external expert (see contract above) for improving the vocational evaluation reports...?*

Given the standard set prior to review, our Vocational Evaluation Reports are judged to be comprehensive and complete. The Report Review Form (see copy below) specifies nine criteria. The standard set prior to review was seven of nine criteria* receiving ratings of "4" or "5" indicated that report was comprehensive and complete. All nine reports rated met this standard.

The comments and ratings on the individual reports suggest one improvement is possible. This improvement, however, relates more to LEA responsibilities than Vocational Evaluation Center responsibilities -- clear presentation of available background data, including a specific referring questions. The judgment of Evaluation Services is that the possible problem in this area is lack of information and vague reasons for referral presented by the student's districts.

Kay McAllen
Center for Rehabilitation Studies
NT Box 13438
NTSU
Denton, Texas 76203

Phone No. (817) 7882488 X2218
SSN: 299-66-9475

Education Service Center, Region 20, agrees to contract with you to:

(1) Reimburse up to $80.00 in travel and expenses related to your visit on December 17, 1979 to our vocational evaluation center when we receive copies of your receipts (see Administrative Procedure 4.1.19c attached) and a list of approximately ten criteria for operationalizing the words "comprehensive and complete" when applied to ESC-20 vocational evaluations reports. The criteria may include such items as:

- The report adequately covers the referring question:
  Strongly Disagree Disagree Neutral Agree Strongly Agree
- The tests selected were appropriate to the referring question and student
- The recommendations were based on valid inferences from the data
- The recommendations were complete

(2) At a mutually agreeable date (March to May, 1980) apply the developed criteria to a random sample of eight reports of our Vocational Evaluation Center to judge if they meet the criteria. This work can be done at your home. The product of this work would be a rating of each report on each criteria and summary recommendations.

Upon receipt of your ratings of each report on the developed criteria, ESC-20 agrees to pay you the sum of $80.00.

This contract is subject to cancellation by either party with payment prorated on the basis of hours worked.

Kay R. McAllen
Contractor

Dec. 7, 1979
Date

A. L. Roecks
Education Service Center, Region 20
Coordinator of Evaluation Services
Alan Roecks

10/31/79
Date

Education Service Center
Region 20

Special Education
Evaluation Services

REPORT REVIEW FORM

Case #_____

PURPOSE: Rate comprehensiveness and completeness of Vocational Evaluation Reports and document recommendations of an external expert for improving the vocational evaluation reports.

INSTRUCTIONS: Read the report rating each report against the criteria by circling the appropriate number. Add comments to document recommendations for improvement. Supporting documentation should include copies of LEA supplied background data (Item 1), copy of checklist of procedures used (Item 4), list of available work samples (Item 5), and copy of "Appendix A" notes (Item 6).

RATING SCALE: Degree to which item characterizes this report

1 Hardly at all	2 A little	3 Half & Half	4 Mostly	5 Almost completely

1. Clearly presents available background data. 1 2 3 4 5
   Comment: _____

2. Identifies specific career awarenesses and interests. 1 2 3 4 5
   Comment: _____

3. Defines prevocational skills mastered and needing mastery. 1 2 3 4 5
   Comment: _____

4. Uses appropriate assessment procedures relative to 2 and 3 above. 1 2 3 4 5
   Comment: _____

5. Given career interests and prevocational skills, selects appropriate work samples from those available (see list). 1 2 3 4 5
   Comment: _____

6. Vocational Evaluation section presents valid inferences from the data obtained. 1 2 3 4 5
   Comment: _____

7. Includes useful observations incidental to testing. 1 2 3 4 5
   Comment: _____

8. Summary/recommendations answer the referring question and/or the needs of the student evidenced in the data. 1 2 3 4 5
   Comment: _____

9. Recommendations potentially useful to LEA concerning: placement, IEP development, or job training. 1 2 3 4 5
   Comment: _____

Reply to:

Center for Rehabilitation Studies
P.O. Box 13438, NTS
Denton, Texas 76203

North Texas State University
Denton, Texas 76203
Center for Rehabilitation Studies
817-788-2488
AC 817-788 2218

May 15, 1980

Mr. Stan Drezek
Senior Evaluation Manager
Region 20
Educational Service Center
1550 N.E. Loop 410
San Antonio, Texas 78209

Dear Stan,

Enclosed are the review forms which will complete our contract. Not being sure if this was to be a blind review, I numbered the review forms. I have enclosed a list of names and numbers in case you want to evaluate specific reports.

I have enjoyed working with you on this project. Basically, the reports were well written and very specific.

Sincerely,

Kay R. McAllen

Kay R. McAllen
Associate Director
Center for Rehabilitation Studies

KRM/ms

Encls.

Education Service Center
Region 20

Special Education
Evaluation Services

REPORT REVIEW FORM

Case # _____

PURPOSE: Rate comprehensiveness and completeness of Vocational Evaluation Reports and document recommendations of an external expert for improving the vocational evaluation reports.

INSTRUCTIONS: Read the report rating each report against the criteria by circling the appropriate number. Add comments to document recommendations for improvement. Supporting documentation should include copies of LEA supplied background data (Item 1), copy of checklist of procedures used (Item 4), list of available work samples (Item 5), and copy of "Appendix A" notes (Item 6).

RATING SCALE: Degree to which item characterizes this report

1 Hardly at all — 2 A little — 3 Half & Half — 4 Mostly — 5 Almost completely

1. Clearly presents the available background data. 1 2 3 4 5
Comment: referral statement not very complete
referral data incomplete
test summary data well presented
could include pertinent observations from referral data
more background available than included
more available than presented
$\bar{x} = 4.00$

2. Identifies specific career awarenesses and interests. 1 2 3 4 5
Comment:
$\bar{x} = 4.77$

3. Defines prevocational skills mastered and needing mastery. 1 2 3 4 5
Comment:
$\bar{x} = 5.0$

4. Uses appropriate assessment procedures relative to 2 and 3 above. 1 2 3 4 5
Comment: very good
when available
$\bar{x} = 5.0$

5. Given career interests and prevocational skills, selects appropriate work samples from those available (see list). 1 2 3 4 5
Comment: student absent. did not administer
need to explain on what work samples used
no work samples given
$\bar{x} = 4.66$

6. Vocational Evaluation section presents valid inferences from the data obtained. 1 2 3 4 5
Comment: portion some of the statement in light of the data
limited data - good inferences
need to explain unsure inferences. seems fine
very good interpretations
avoid words like "good" and "poor" - they are unclear
$\bar{x} = 4.5$

7. Includes useful observations incidental to testing. 1 2 3 4 5
Comment: simple checklist or behavioral observations
some behavioral observations
excellent
omit to observations
$\bar{x} = 4.55$

8. Summary/recommendations answer the referring question and/or the needs of the student evidenced in the data. 1 2 3 4 5
Comment: no questions were asked on referral
no referral questions - appears did address limitations of student
no referral questions - addressed — per referral information
addressed transition needs - primarily & vocationally
did not address independent living skills
no referring question but addressed personal statement
no referral questions stated but addressed needs of student
addresses needs of students
$\bar{x} = 4.77$

9. Recommendations potentially useful to LEA concerning: placement, IEP development, or job training. 1 2 3 4 5
Comment: recommendations very specific and shall be very useful
very specific - excellent
the limited data, good recommendations
good, positive points
need to address PASA words in recommendations
recommendations specific
good suggestions but not specific
excellent
$\bar{x} = 4.66$

EDUCATION SERVICE CENTER, REGION 20

EVALUATION SERVICES MEMORANDUM

TITLE:	Interim Report: (Title IV-C) Secondary Programming for the Handicapped
PERSON PREPARING:	Stan Drezek
DATE:	January 28, 1980
DOCUMENT NUMBER:	79:217

Note: Attachments 1 to 6 deleted from this final report copy

Background

Secondary Programming for the Handicapped has three objectives: (obj. 1) performing 24 comprehensive vocational evaluations, (obj. 2) 16 of the 24 students having improved instructional options as a result of the vocational evaluations, and (obj. 3) developing and disseminating a manual on the program. Objectives 2 and 3 are Spring 1980 activities and therefore not addressed in this interim report which covers the first two project quarters (through December 31, 1979).

Results

The Using Evaluation Data pages below provide the key findings from the evaluation questions (next section) and attachments cited (last section). Accompanying these findings are the interim actions planned by project staff.

SD/ds

cc: Arturo Luis Gutierrez
Alan Roecks
Patti Myers
Jane Francis
Dorothy Cox, TEA Monitor (c/o Jane Francis)
Tom Toleman
Tom Sanford
Stan Drezek (Project Files)

USING EVALUATION DATA

FINDINGS	ACTION
Based on a cumulative graph of reports completed each month, at the end of February (4 months early) the required 24 evaluations will be completed allowing additional resources for completing the manual (objective 3), doing more evaluations, or other work the project staff deems necessary.	Project staff plan to utilize the identified available time to (a) meet request for workshops, consultations, and additional assessments and (b) perform prevocational assessments on over 100 SAISD EMR 9th graders as a pilot effort to begin moving prevocational assessment into the schools. (Note: prevocational assessment correlates with Level III of AD-8-871-01 (criterion measures)).
Twenty-six hours per week in assessment service could be documented to specific students. Another four hours per week in consultations and workshops is estimated.	Given the extremely high amount of service that this project provides, project staff plans to discuss with the Coordinator of Special Education (a) ways to communicate to the Texas Education Agency that this is not just "another IV-C" but a unique contribution to secondary special education in the state (b) the role of 'vocational evaluator' should not necessarily imply separate certification as stated in the Policies and Administrative Procedures for the Education of Handicapped Children (c) staff for vocational evaluation should be provided from SB-350 monies as part of the appraisal process and PL 94-142 monies for serving the underserved in secondary special education in public schools.

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.

USING EVALUATION DATA

FINDINGS	ACTION
From preparation to final typing---not necessarily including all follow-up consultations, an average comprehensive vocational evaluation takes about 16 hours.	Given the data and their experiences. Project staff have decided "complete and comprehensive" assessments need to be done over the course of a four year secondary program. They are working on (a) determining what the ratio of assessment types ought to be-- Level I: Level II: Level III. (Note: levels refer to level of vocational assessment--these levels are all Level III of AD-8-871-01). Level I: prevocational skills and career awareness Level II: assessing potential for success in vocational programs Level III: work samples preparatory to jobs (b) moving Level I assessments into the schools, and (c) developing specific objectives for the funded and proposed projects which would be complementary.
Fifty-eight percent of the time per case is spent in report writing.* Other percentages are: Set-up/take down 6% Consultation 2% Testing 34%	Project staff anticipate the Level of assessments done in Spring 1980 will influence these ratios. Most important in reducing the cost/student will be working with the schools to focus the referring question and level of vocational assessment needed.

*includes data collation, interpretation, writing the report, and proofing/revising.

Action means concrete policy, procedures, decisions, or assignments.

"No action" may be justified but should be explained for the record.

USING EVALUATION DATA

FINDINGS	ACTION
A set of criteria operationalizing the "comprehensiveness and completeness" of the finished reports was successfully developed by Evaluation Services, project staff, and an outside consultant.	No action necessary.

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.

EQ "0" Evaluation Plan

An evaluation plan was cooperatively developed by Evaluation Services and project staff during September, This plan guides our evaluation effort. (Plan attached to TEA monitor copy only).

EQ 1 Will a minimum of 24 handicapped students receive comprehensive vocational evaluations?

By the end of the first two quarters exactly 24 students had already been tested for their comprehensive vocational evaluations. Fourteen of these students had completed reports (written and typed). The remaining ten reports were in various stages of completion from awaiting typing to needing to be written as of the first week in January. (See attachment 1).

EQ 2(a) How many hours per week, on the average, are vocational evaluators providing assessment service...?

During the first quarter of this project (through September 30) the project was in a "setting up" phase. Approximately one-third of staff time was in providing assessment service or workshops and consultation related to assessment service. The remaining two-thirds of staff time was involved in setting up and administering the Vocational Evaluation Center. (See Attachments 2 and 3).

The second quarter was very different--the bulk of time was related to providing vocational evaluations. Attachment 4 presents a sample copy of our data collection form for recording hours per case. This project provided 308 hours of service across the 24 cases in the second quarter. (This is virtually identical to 314 hours provided by the other similar project funded by Vocational Evaluation). For the twelve week period a minimum of approximately 26 hours per week in providing assessment could be documented to specific students.

This figure does not include an estimated four hours per week in consultative assistance or workshops not specific to individual students; nor is it adjusted for vacation days and staff meetings.

EQ 2(b) ...broken down into set-up/take down, consultative assistance, direct service, and report writing?*

For the 14 cases with vocational evaluation reports completed in the second quarter the average case received more than 16 hours of service.

* Report writing includes data collation, interpretation, writing the report, and proofing/revising.

Table 1. Total hours of services for 14 cases completed by Second Quarter.

Type of Service	Hours of Service (N=14) (To nearest hour)	Percent of Total Service (N=14)
Set-up/take-down/travel	15	6%
Consultation	4	2%
Direct Service	78	34%
Report Writing	131	58%
TOTAL	228	
Average (N=14)	16	

EQ 3 Have our reports met the criteria of comprehensiveness and completeness?

Evaluation Services has contracted with consultant Kay McAllen from NTSU's Center for Rehabilitation Studies to answer this question on a random sample of eight reports. The consultant worked with Evaluation Services and project staff on December 17, 1979. The outcome of that meeting is the draft instrument presented Attachment 5.

It is the judgment of the Senior Evaluation Manager that this instrument operationalizes the intent of objective 1.0 and will successfully capture the information necessary to evaluate the accomplishment of objective 1.

Additional.

Evaluation Services worked with the project manager in designing and revising the needs assessment instrument attached--VACs and Job Analyses (Attachment 6).

PROGRAM OBJECTIVE 2

By May 30, 1980, a minimum of sixteen handicapped students, having the benefit of a completed comprehensive vocational evaluation, will have an IEP developed by the ARD/IEP committee recommending specific programs as an instructional option. Accomplishment of this objective will be evidenced by two-thirds of the vocational counselors and diagnosticians who served on the ARD/IEP committees indicating in a structured interview that the Vocational Evaluation Report was useful in planning improved instructional options for the handicapped student's individual education program.

E.Q. 4 *How were the vocational evaluation reports used and what could have been done differently to increase usefulness of the vocational evaluation reports?*

(A) Readership was a function of LEA but many relevant educators were reported to have discussed the reports. For six of nine cases definite use was made:

Case 1:
- Change in perception of the student by the vice-principal
- Possible future changes in vocational program placement and class schedule

Case 3:
- Student ARDed into adapted resource room and placed in cafeteria job

Case 2:
- Student ARDed out of special education

Case 5:
- Change in perception of student by VEH teacher

Case 6:
- Change in perception of the student by many relevant educators
- Planned vocational training program established through Rehabilitation

Case 7:
- Academic instruction in functional skills through Rehabilitation
- Full time OJT slot set-up
- Student referred to counseling

For three cases limited use ocurred because of factors not under ESC-20 control:

Case 4: Lack of use due to student personality, family constellation, and timing of referral

Case 8: Lack of use due to factors internal to Cooperative

Case 9: Lack of use due to factors internal to Cooperative and student's parents

(B) For the majority of cases readers were very impressed with the reports which were perceived in all cases as understandable and in seven of nine cases at the right level of detail. The only thing which could be improved was a "need for debriefing" which was mentioned by several interviewees.

(C) Furthermore, for three of the five districts important spin-off effects on the secondary special education program in general were noted, suggesting to the independent evaluator the potential this project has in affecting the total secondary program.

E.Q. 5 *Are the vocational evaluation reports resulting in the planning of improved instructional options for handicapped students?*

Definitely. Reading the cases as a whole is the only way to capture the full impact which was extensive in one-third of the cases, quite modest in one-third, and negligible in the remaining three cases because of factors external to the Vocational Evaluation Center.

For three cases (3, 6, and 7) definite "improved instructional options" were planned.

For three cases (1, 2, and 5) much less definite "improved instructional options" resulted. For case 1 the major improvement may not eventuate, or may, but change in perception of the student did occur; for case 2 the student was dismissed from special education with the diagnostician unsure of the future improvements possible; and for case 5 improvement was in perception of the student, albeit an important change.

For three cases factors not under ESC-20 control accounted for lack of any substantive improvement.

CASE 1

Tested: Nov. 8, 1979 Report signed: Dec. 20, 1979 Interview: April 9, 1980

Approximately two months after the receipt of the report an ARD was scheduled; however, the mother cancelled it and it was pending.

No changes have been recommended for the student's instructional program.

Change has occurred in the vice-principal's perception of the student. The vice-principal is more aware of the student's interests and motivations and is not judging him as harshly. Future change, a possible vocational program placement and class schedule change, is a possibility. Both the change in the vice-principal's perceptions and possible future changes would not have occurred without the vocational evaluation report.

According to the diagnostician interviewed the benefits may or may not add up to "improved instructional options": "He is a really confused person and we have isolated the discrepancies between his real self and his view of himself. There is either going to be major change in the student's total education or no change."

The diagnostician also thought the vocational evaluators were very open; specifically, they gave student's feedback as they were tested. The diagnostician did not see any benefits to the district's secondary special education program as a spin-off from this case.

CASE 2

Tested: Nov. 1, 1979 Report signed: Dec. 13, 1979 Interview: April 9, 1980

Approximately two months after receipt of the report an ARD was held and the student was dismissed from special education. This change would have occurred at some later point without the vocational evaluation report. However, the report gave data which confirmed the teachers' judgments.

According to the diagnostician interviewed the benefits the student may receive do not add up to an "improved instructional option". The problem however is with the student and not with the vocational evaluation report or the district.

CASE 3

Tested: Nov. 15, 1979 Report signed: Dec. 10, 1979 Interview: March 28, 1980

After receipt of the report the student was ARDed into an adapted resource unit for teaching prevocational skills (two periods/day) and a cafeteria job (one period/day). These changes in the content of instruction and job placement were definitely helped by the report which was sort of a catalyst.

According to the diagnostician, teacher, and supervisor interviewed the benefits the student may receive do add up to an "improved instructional option" that will somewhat better meet the student's needs. Furthermore, the interviewees noted that, by chance, this student did not show the "immediate dramatic effects", which several other students sent to the Vocational Evaluation Center did show.

The interviewees mentioned three spin-offs to their district's secondary special education program: (1) the development of the adapted resource room, (2) allowing other students and their needs to be seen and understood by LEA staff, and (3) encouragement to other districts in their Cooperative to refer students to the Center.

The interviewees went on to say how impressed they were with the evaluations, the opportunity to participate in the testing process, and the future training possibilities. They noted how "very observant" the vocational evaluators were in picking up on and acting on data that was not part of the formal referral. Also mentioned were their willingness to have an interpretation session with the parents, the use of many different tests, and the explanation of norming considerations.

CASE 4

Tested: Nov. 6, 1979 Report signed: Nov. 21, 1979 Interview: March 27, 1980

This student was not referred for a change in program and consequently no ARD was held. There were no changes in the student's instructional program. The counselor attributed the lack of change first to the student himself (aggressive, does not get along...), second to family factors (11 siblings, dropout history, parents do not care), and third to timing (perhaps a year or two early). The report did show what the student could do, but this just verified what teachers thought. According to the counselor no benefits will occur.

The counselor added in the case of a different student, the one female out of a large group of referrals, he would have preferred some testing more specific to females.

CASE 5

Tested: Nov. 6, 1979 Report signed: Nov. 19, 1980 Interview: March 27, 1980

This student was not referred for a change in program and consequently no ARD was held. A direct result of the vocational evaluation report that would not have otherwise occurred, was that the VEH teacher was able to pinpoint what the student did best. The teacher changed his attitude toward the student, seeing him in a new light and dismissing the idea he could not do anything.

According to the counselor interviewed the benefits may add up to an "improved instructional optional"--primarily relating to objectives emphasized, teaching strategies, and perception of the student. It is also possible that the report might help the student decide what he might do for a living, "down the line."

A benefit to the district's secondary special education program was noted. The regular teachers with special education students are now asking for all their students to be evaluated, even their 7th and 8th graders.

The counselor also commented that this was the most outstanding evaluation he had ever seen, it was written for teachers, it went into detail, and it showed regular teachers exactly where there were deficiencies.

CASE 6

Tested: Oct. 8, 1979 Report signed: Oct. 30, 1979 Interview: April 2, 1980

This student was not referred for a change in program; he was referred so his district could better serve him. Nonetheless, an ARD was held. However, the student was hospitalized before any change could be acted upon. Three primary changes have occurred: (1) the student is looked at differently (VAC, parents, and Rehabilitation see areas he has potential in), (2) a planned training program paid by Rehabilitation at a private school is set up for this student once he stabilizes, and (3) the student's own choice of auto mechanics was supported. While the VAC believes these changes would have occurred without the report, having the report allowed the district to recommend the student now to Rehabilitation.

According to the VAC the potential benefits to the student, once he is stabilized, will be "improved instructional options" which will be a major improvement in the student's total education.

The VAC went on to say the LEA has greatly benefited. Vocational evaluation reports have "been fantastic in planning their future." The vocational evaluators were seen as highly educated and knowledgeable and spending a lot of time giving teachers concrete information.

CASE 7

Tested: Oct. 8, 1979 Report signed: Oct. 22, 1979 Interview: April 2, 1980

This student was not referred for a change in program; he was referred to confirm his interests and abilities and supply data necessary for a referral to Rehabilitation. Nonetheless, an ARD was held. Three primary changes have occurred: (1) Rehabilitation will be providing academic instruction in functional skills via a private clinic, (2) the student was placed in a full time OJT slot, and (3) the student is being referred for individual counseling. According to the VAC the student would have been eventually placed in an OJT slot, but the report allowed the district to get Rehabilitation involved, get a full time slot, and get supplementary academic training. None of this would have been possible without the report.

According to the VAC the potential benefits to the student will be "improved instructional options" that will be a major improvement in the student's total education. Especially important to this student was showing her she had strengths and could experience success, as she experienced success at the Vocational Evaluation Center itself.

The VAC stated that the Vocational Evaluation Center work is influencing the philosophy of the LEA's secondary special education program and at one high school the district is planning to change the secondary curriculum to a functional skills curriculum as a pilot project. Furthermore she stated, "I wish we could clone the center"--they really looked at the total girl and what we needed to make her an independent adult, especially what we could work on in the social behavior area. Also, she passed along the Rehabilitation counselor's comment that this was the best vocational evaluation he ever had seen. Having the reports really convinced people in authority to do something. One final comment she made was the way the two vocational evaluators from the center complemented each other and how much of the quality depends on their competence.

CASE 8

Tested: Nov. 11, 1979 Report signed: Dec. 12, 1979 Interview: April 22, 1980

This student was ARDed prior to the vocational evaluation report, the referral was to see what we could possible offer her in VEH. No changes have occurred. The VEH teacher did not receive the report through district channels until mid-February and the VEH program, in a new building, did not start until March. There was little or no communication to this teacher about the report from the Cooperative's central office. The teacher did state that potential "improved instructional options" could "possibly" result in the area of objectives emphasized. However, other statements she made contradicted this: "I'm not really familiar with the suggestions and not using them now; we are into practice and cannot stop for skills training."

Because (1) the report was not forwarded by the district until late in the year, (2) the program was new, (3) there was little or no district (or ESC) follow-up, and the student missed the ride for one day of testing, the effect of this report was negligible.

CASE 9

Tested: Nov. 13, 1979 Report signed: Dec. 17, 1979 Interview: April 22, 1980

This student was ARDed prior to vocational evaluation; no new ARD was held. No change in her instructional program occurred; part of the lack of change was attributed to the student's parents who would not allow her to enter a special pilot program. The teacher really had to "stretch" to see any benefits, though she stated some future "improved instructional options" were possible, especially in objectives emphasized. Since this was the same LEA as in case 8, the same situational factors were operating. The effect on this student appeared to the interviewer as negligible as in case 8. The teacher interviewed did comment that the students enjoyed being tested.

DATA FROM ALL NINE CASES

Q. *Who reads vocational evaluation reports?*

A. Readership is a function of the LEA.

For three of five LEAs anywhere from four to nine persons in relevant roles read the reports; in two LEAs only a teacher or the diagnostician and teacher read them.

Q. *Who discusses vocational evaluation reports?*

A. Many relevant persons

For four of the five LEAs about six persons in relevant roles discussed the report.

Q. *What were people's reactions to the reports?*

A. For the majority of cases the readers were very impressed (see comments). For the remaining cases it more confirmed what people knew.

"Very thorough" -- "confirmed what I had hoped"
"Boy, there's a picture of ____! Now we see why he acts that way"
"Impressed with the meat of it"

Q. *What use was made of it?*

A. For six of the nine cases definite use was made of the report. Use ranged from changing the attitude of educators toward the student to actually ARDing student into relevant services. In three cases use was very limited because of factors in the student (1 case) and LEA (two cases) not because of the quality of the report.

Q. *Were the summary and recommendations ... too sketchy ... just right ... too detailed?*

A. Seven of nine cases were perceived just right.

Q. *Were they understandable?*

A. All nine cases had understandable summaries and recommendations.

Q. *Did it cover what you wanted to know?*

A. In only three cases were any substantive areas cited:

"I did not see my "answer" -- did not say "how to" -- restated what we were aware of
"Did not specifically address local VEH program student was in"
"Did not cover how to motivate student..."

Q. *What if anything ... could be improved?*

A. Only one thing --- three persons mentioned need for debriefing.

Education Service Center
Region 20

Special Education/
Evaluation Services

VOCATIONAL EVALUATION REPORT INTERVIEW

Student _____ Interviewee _____

District _____ Interviewee Role _____

Campus _____ Interviewer/Date _____ / _____

Date vocational evaluation began _____

If the student was referred for a change of program, since receiving the completed vocational evaluation report, has the student been ARDed?

If so, what changes have been recommended for this student's instructional program as a result of the vocational evaluation? If not, what changes are being discussed?

What area(s) have the changes primarily affected? (Check as many as apply.)

- ☐ classroom materials or instructional strategies
- ☐ content of instruction (objectives)
- ☐ vocational program placement (___ planned ___ actual)
- ☐ job placement (___ planned ___ actual)
- ☐ none of the above

Would these changes have occurred even if you had not received a vocational evaluation report?

What have been or will be the greatest benefits to this student from having received his/her vocational evaluation?

Have there been any benefits to your school's secondary special education program as a result of sending student(s) for vocational evaluation?

Do the benefits and potential benefits to this student really add up to "improved instructional options" for this student?

- ☐ No
- ☐ Yes, benefits relate to what objectives are emphasized, teaching strategies, or how the student is being perceived since the evaluation.
- ☐ Yes, benefits relate to a course, job, or program which somewhat better meets the student's needs.
- ☐ Yes, benefits relate to a course, job, or program which will be a major improvement in the student's total education.

What, if anything, in your local setting may be inhibiting using or acting on this report?

How was the report actually used?

Who read it?

Who discussed it?

What were peoples' reactions to it?

What use was made of it?

What, if anything, in the reporting of the vocational evaluation could be improved?

Were the summary and recommendations sections (copy attached)

☐ too sketchy? ☐ just right? ☐ too detailed?

Were they understandable?

Did they cover what you wanted to know?

What, if anything, in the process of referring, intake, scheduling, debriefing... could improved?

Any other comments?

PROGRAM OBJECTIVE 3

By March 30, 1980, project staff will develop and disseminate a manual containing information on the Model for Planning and Coordinating Program for Secondary Handicapped Students. Accomplishment of this objective will be evidenced by:

(1) the complete description of the model specifying:

(a) Initial steps to be taken

(b) Workshop outline for administration in the Child Centered Process

(c) Form used to evaluate tests

(d) Form used to survey vocational courses

(e) Form used to record community resources and related services, both available in school and out of school

(f) Comparison of eight vocational evaluation systems to be considered.

(g) List of resources, both state and national

(h) Workshop outline for effective communication skills to work with parents.

(2) documented mailings (brochure): ESC special education directors, CTE, TEA, special education and vocational personnel, and the approximately fifty school districts in Texas with 5,000 or greater refined ADA describing the model.

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Jane Francis

FROM: Stan Drezek

SUBJECT: Amendment to Evaluation Plan

DATE: March 7, 1980

Per our discussion this morning, Evaluation Services will drop EQ's 6 and 7 relating to the third objective (manual)* and use the time saved to conduct on-site (not telephone) interviews with users of vocational evaluation reports. We agreed this data would be more useful to you.

SD/es

cc: Patti Myers
Alan Roecks
Tom Toleman
Stan Drezek (Project Files)

* TEA monitor indicated in her visit that since the specifics of "vocational assessment" have not been defined by the agency and because the manual needs to relate to these specific a manual per se this year would not be as appropriate as awareness activities.

ADDITIONAL WORK

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

component f/o

TO: Jane Francis

FROM: Stan Drezek

SUBJECT: Needs Assessment data on Job Analysis

DATE: March 6, 1980

Attached is the UED page presenting what I thought might be the major findings from this needs assessment.

The attachment labeled "Summary" presents the more detailed item-by-item data. Also attached are the data for items 2, 5, and 7.

Accompanying your copy of this memo are the raw protocals for further use, e.g., seeing who specifically signed up for training.

SD/rg

cc:
Tom Toleman
Tom Sanford
Stan Drezek (Project Files)

USING EVALUATION DATA

FINDINGS	ACTION
A. Visits and calls to prospective employers are the most frequent techniques for finding jobs.	Review and use as appropriate in developing the proposal on Job Analysis
B. Only about half the VACs can place all their handicapped students or have sufficient contacts outside their school district. MR and ED are the most difficult to place eligibilities.	
C. Restaurants (especially fast-food), public agencies, grocery stores, and retail stores are the most frequent Bexar County businesses cited as continual placements.	
D. Only four VACs presently do Job Analyses and 77% (23 of 30) would attend a 5-day training session.	
E. Both an occupational file and slide-tape career awareness inventory specific to Bexar County jobs would definitely be useful to about 60% of VACs.	

*Action means concrete policy, procedures, decisions, or assignments.
"No action" may be justified but should be explained for the record.

SUMMARY

1. Techniques VAC's now use to get jobs

Technique	Rank (Nominated) 1-3	4-5	6-8
High use			
Visits to prospective employees	29	2	1
Telephone calls to prospective employees	22	6	4
Variable use			
Requests from employers themselves	6	20	6
Student finds own job	10	13	12
Word of mouth	11	7	14
Ads in newspapers	12	6	14
Other VACs	9	5	15
Little use			
Local civic organization	1	0	31

2. Q. *Can you place all your handicapped students?*

   A. 50% (16 of 32) answered No.
   See comments on attachment. Most frequent comment appears to be difficulty in placing severely handicapped.

3. Q. *Do you have sufficient contacts outside your immediate school district community to find appropriate placements for all your handicapped students?*

   A. 47% (15 of 32) answered No.

4. Q. *What handicapping categories prove the most difficult to place?*

   A. MR and ED

5. A list of places of business in Bexar County worked with on a continuing basis is provided in the attachment.

   The most frequently cited types of business (30 or more nominations) were

   - Restaurants (basically fast food)
   - Public agencies
   - Grocery stores

   Another frequent type of business (approximately 20 nominations)

   - Retail stores

Other less frequent types of business (approximately 5 - 10 nominations)

- Construction
- Motel Hotel
- Manufacturing
- Car wash
- AFBs

6. Q. *Do you ever suggest to an employer modifying a job to make it possible for a handicapped student?*

   A. 47% (15 of 32) said "yes"; an additional 25% gave an answer indicating they did, but not very often. 28% said "no".

7. Q. *On what basis do you match students to jobs--or is it just taking whatever jobs are available at this point? (see attachment)*

   A. While a few VACs admit taking whatever jobs are available and availability is mentioned as a significant factor by a few more, students interests and abilities are cited as the primary bases for matching.

8. Q. *Do you presently do somewhat formal Job Analyses prior to placement of handicapped students?*

   A. Only four VACs responded "Yes".

9. Q. *Do you have a copy of the DOT?*

   A. 47% (15 of 32) responded "Yes".

10. Q. *Would you attend a 5-day session scheduled in early June 1981 to train you to do Job Analyses specific to Bexar County?*

    A. 77% (23 of 30) responded "Yes".

11. Q. *If as a result of this project an Occupational File of Bexar County jobs was developed, would this be useful?*

    A. 62% (20 of 32) responded "Yes"; an additional 31% responded "perhaps".

12. Q. *Could you use a slide-tape career awareness inventory of jobs available in the Bexar County area?*

    A. 56% (18 of 32) responded "Yes" an additional 40% responded "perhaps".

Attachment

Item 2. Can you place all your handicapped students?

No: ||||
Yes: ||||

List gist of each comment:

With caseload of 40, 2 or 3 students without jobs
Not always where I feel they should be but I always place

Have trouble placing TMR

With help of TRC this can usually be accomplished

Usually, Eventually. Sometimes depent on TRC for Training first

Severity of handicapped prevents him/her To be employable

They can be placed at Goodwill North or OJT in some areas for pay— Many can't compete in open job market

Some are on the role, but Their impairment is Too severe for employment

Problem with age, Transportation + physical handicapped

The problem is not placing, but holding the job

Some take a long Time
However, new info is welcome
Lack of adequate preparation
Yes, if by "placements" we include both training & work stations

No available training facilities for severely handicapped categories.

Free-lance work was utilized in lieu of salaried employment in area of ar

If I am allowed to decide when a student is job ready, I usually can place everyone. But ARD Comms. have a tendency to overrule VAC recommendation.

I can usually, but some are unable to hold job due to Their emotional problems.

J. cont.

1 Woodlake Country Club

(1) St. Monica's Academy

1 Judson ISD

1 City of Converse

1 El Nacho Grande

1 San Antonio Truck Center

1 Alamo Enterprises

1 Food-City

1 Deluxe

* One reported she did not care to share this info. with other VAC's. But did list businesses she had the best results with in 2½ years.

* One reported there were no places she could use on continuing basis

* Some places out of Bexar Co. were listed, but not added to tally.

Item 3.

(1) Burnup & Sims - Lone Star Blvd.
/ Bexar Co. Labor Community Agcy.
/ Victor - Temporary Services Emp. Agcy.
/ ESC-20
/ Kelly AFB - YOP Program
/ Kelly AFB
/ Randolph AFB
// Lackland AFB

// Prophet Foods (Lackland AFB)

/ Tower of Americas
//// TEC
/ S. A. Training Division (Shill Center)
/ Centeno Food Stores
// Burger Chef
(1) CCD
// HEB
/ HEB Warehouses
/// Bexar County Agency (?) Ll Cathell/ Steven Zillen
/ Bexar County Hospital
circled names didn't know how to categorize
||| TRC
/ Red Lobster
(1) Training schools (?)
/ La Casita Mexican Restaurant
// Goodwill
/ Zee Manufacturing
/ Modern Manufacturing
/ Greenwood Bar BQ
// Denny's
/ Wilson Lumber Co.
/ NISD
/ K-Mart
/// Menger Hotel
/ Gunn Oldsmobile
//// Winn's Warehouse
/ Harlandale School Cafeterias
/ Harlandale Cafeterias
// Albertsons
/ Federal Programs
/ AJT Cafeterias in School Dist.
//// City of SAT
// Ray Ellison Component Division
//// Ray Ellison
/ Jim's Coffee Shop
/ Hilton
/ Gulf Car Wash on Walzem
/ Business Professional Forms
/ Kentucky Fried Chicken
// Standard Electric
// Zachery Products
/ H B Zachery
/ Sizzler
(1) Blackwell Burner
//// Wendy's
(1) Tex-Pak
/ La Mansion
/ GW Jrs
/ Jack-in-Box

/ Metropolitan Hospital
/ Coca Cola
/ Rainbo Bakery
(1) Half Way Houses
/ Reeves Roofing Co.
/ Oak Hills Motor Inn
(1) Deka Inc.
// What-A-Burger
/ Data Point Corp.
/ Ancira Winton Chev.
// Wyatt's Cafeteria
/ Western Auto
~~1 Texas Employment Comm.~~
/ Texas Dept. of Public Safety
// MHMR
/ CP Center
/ Main Library - Books by mail
(1) Vocational Evaluation Center
/ SAISD
/ Slater White Cleaners
/ ARA Food Service
/ ARA Food Services - Trinity U.
/ ARA Food Service - SAC
/ Downtown businesses
/// Levi Strauss
/ HighAway Construction
// Church's Fried Chicken
/ Plaza Nacional Hotel
/ K-P Coffee Shop
/ Hilton Palacio de Rio
// Toyota of San Antonio
/ Adams Iron Works
// Bordier Nursery
// ~~AFB~~ Aldridge Nursery
// Joskes
||| McDonald's
/ Commissaries
|||| ||| Handy Andy
/ ~~H.E.B.~~
(1) Green House Produce
/// Sambo's
/ Witte Museum
/ Sears
// El Rancho Restaurants
(1) Standard Industries
// Profit Foods
||| Luby's
/ Village Grocery
/ Exxon Car Wash
/ Al's Car Wash
/ Crown Ridge Town Homes
// Gallaghers Restaurants
/ San Antonio Marble
// Jewel Foliage
/ Goodwill North Campus

7. On what basis do you match students to jobs--or is it just taking whatever jobs are available at this point?

List gist of comments

in reality many jobs are taken just because they are available & voc. assessment is nee
student capabilities.
* try to find a job a student tells me he likes or wants
Student interest + abilities

Try to match on interest (job availability, lack of transportation etc. causes problems)

Base on job available suited to best applicant whose interest closely matches

Jobs they are interested in

Where they are trained or show an interest. Most of my girls are trained in Food Service or Sewing (Atew). TRC trains some. Also use A+M Skills Center.
I counsel my youngsters to determine interests; I try to let them make a decision.
Match student to job they are interested in

Yes To the latter part of question

Match student's strengths To job. requirements

Yes, for best advantage of employer and student

SKills Required,

SKills Required,
Try hard To match To job site. Place at whatever available to gain job skills To move to more appropriate placement.

Investigate job tasks; review student's past experience + training; own observations

MaKe every effort To match student's needs, abilities and interests. Will not mate a student to a job I feel he will not be successful in.

Every effort is made To match; in lieu of this - They take what is available until proper job comes up.

Abilities, interest, transportation

I try To match interests + capabilities when possible

I almost always try to match students to jobs

Determine voc. interests by KRGOT or Kuder; determine ability by consulting psychological establish goals; consider past experience and financial needs; consider opportunity for learn new skills; investigate community supportive programs for financial aid in skill training

Interest, ability + availability must all 3 be present

By working with student one hr. each day. Test in different voc. areas. Get to Know student and what he can do.

No way - I match interest + functioning ability to every job I consider Them for Student expresses a desire mostly

Both

Match students To available job

According To voc. appraisals + interest inventory, when I am able To secure one.

Effort is made To find job in area of udent's interest.

Jobs suited to student's abilities

WORKSHOP EVALUATION REPORT

WORKSHOP TITLE: Vocational Evaluation DATE OF WORKSHOP: 8/28/79

CONSULTANT/PROJECT: Tom Toleman & Tom Sanford/Vocational Assessment of the Handicapped

EVALUATION STAFF PREPARING REPORT: Jay Alexander REPORT DATE: 9/7/79

WORKSHOP DESCRIPTION

MAJOR OBJECTIVES (SUMMARIZED): Participants will be able to list

(A) vocational assessment areas

(B) appropriate reasons for referral

(C) tests by assessment areas

LENGTH OF WORKSHOP: 2.5 hours

OUTSIDE CONSULTANT:

AUDIENCE:

Number attending: 13 Percentage completing WEF: 77%

Type of Participants: 7 Educational Diagnosticians
6 Other educators

Percentage attending at their own request: 13%

Percentage attending as a requirement (okay): 88%

Percentage attending as a requirement (not okay):

FINDINGS ON THE CONDUCT OF THE WORKSHOP

An analysis was made of the responses to "process" items which describe the conduct of the workshop. The percentage of positive responses to each of the "process" items is presented below.

PROCESS ITEMS	PERCENTAGE POSITIVE RESPONSES
Three-quarters or more of activities contributed to accomplishment of workshop objectives.	100%
Length of workshop was just right	89%
Adequate pre-workshop information	63%
Held at a convenient time	100%
Adequate facilities	100%
Well organized/conducted.	89%
Appropriate audience participation.	100%
Content covered in workshop was meaningful.	100%

FINDINGS ON THE IMPACT OF THE WORKSHOP

An analysis was made of the responses to the "outcome" items which describe the impact of the workshop. These results are presented below.

A. Most (89%) of the respondents indicated moderate or substantial new learning. (Question 7). This places the workshop at the 78th percentile for Special Education workshops.

B. A little over half (57%) of the respondents indicated they will apply their learning, which could result in moderate or large increases in effectiveness. (Question 8). This places the workshop at the 17th percentile for Special Education workshops.

C. All (100%) of the respondents probably or definitely would recommend this workshop to their colleagues. (Question 10).

D. All (100%) of the respondents indicated there was a need for additional assistance to implement the training received. (Question 9).

25% indicated workshops needed.

38% indicated consultant visits needed.

38% indicated workshops and visits needed.

PARTICIPANT COMMENTS

Comments were few. Three persons mentioned the overall information as helpful. Other individuals mentioned as most beneficial the "hands on use of materials," the "awareness of vocational factors to consider," and the "identification of students needing help."

SUMMARY AND SUGGESTIONS

Comments indi ate a well run workshop with the possible exception of adequate pre-workshop information. Most respondents (89%) indicated substantial new learning. However, the perceived application of new knowledge is somewhat limited (17th percentile); however, the workshop was only 2.5 hours long. All of the participants indicate the need for follow-up. The project staff might judge whether the low rating for application indicates any action.

SD/am

cc: Patti Myers
Jack Himes
Jane Francis
Evaluation Reports Binder
Stan Drezek (Project File)
Tom Toleman
Tom Sanford

Approved Stan Drezek
Stan Drezek, Senior Evaluation Manager

1979-80
Sec. Hand.
Background

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Jane Francis, Tom Toleman, and Tom Sanford

FROM: Stan Drezek

SUBJECT: Notes on 9/5/79 Inservice

DATE: September 5, 1979

I thought I should share what I learned and what I was concerned about after attending this session. As always these are my personal observations to be re-evaluated after talking with you.

My concerns:

First, the project evidently has put effort into PR (brochure, open-house, calls, visits scheduled...) but attendance was limited to about 18 persons representing less districts than project staff would like to reach. Involvement of district staff was a large problem last year. Are our mailings getting to the right people? Are we scheduling workshops at the best time? Do we need to focus on VACs and counselors more than administrative staff?

Second, the audience wanted service--and service today. We kept reinterpretting requests for the specifics of service (...e.g. How many kids from my district?) into abstractions about the developmental nature of the project. Somehow I think we made a mistake on our first objective. I believe we stressed the words "comprehensive and complete" (thank you Tom Toleman) when we shouldn't have. Our process and forms are too much. What the LEAs appeared to be wanting was not all that information but limited information. I got the feeling our form was shortest just where we want it longest: Referral reason and recommendations. But we sure got everything in between. Also, it appears we've got to stress the work sample information--that is what the LEAs cannot do and desire. I believe we need to completely rewrite objective 1.0.

Third, ya'll are never going to be able to visit as many high schools as you're planning and collect as lengthy data on the Vocational Programs Data Sheet as you plan. Can't we come up with a longer range more efficient process. I really started to feel we're promising much too much.

Fourth, we really did not give them time to critique our forms. Instead we interpretted to them what we wanted.

I did learn some things:

1. You are very concerned about developing an efficient process.
2. You are taking the proposals very seriously
3. You are mainly interested in mildly, higher-functioning handicapped children, i.e., those who wouldn't later be TRC candidates
4. You do not want to do vocational assessments on students whose func-

tional skills would prelude employment

5. You are highly student-centered; the student, but perhaps not his parents, would get feedback
6. You plan to draw upon other consultants, e.g. Related Services personnel
7. You have done a lot of thinking of what the content of the recommendations section appears to be: vocational goals, academic goals, specific skills, suggestions for 4-yr. plan, Follow-up, Related Services, curriculum,...

Attached is a list of questions the audience asked.

SD/am

How do we test career interest at 14 & 15 when there is no career awareness?

Isn't your target population quite a bit higher functioning than say Goodwills?

Will you do a Vocational Program survey on non-ISD settings, e.g., A&M Skills Cent

Can a district like Lackland ISD without vocational programs contract with other ISDs

Are you going to survey JHS vocational programs?

How many students can you handle at one time?

When will you come to see me or assess my students?

Would you encourage or discourage parent's ~~presence~~ presence at debriefing?

How many students are you going to assess from each district?

If our district wanted to send all handicapped entering Vocational programs, could you handle

Do you plan to have a meeting with vocational counselors?

WORKSHOP EVALUATION REPORT

WORKSHOP TITLE: Communication Skills for Conducting ARD Meetings
DATE OF WORKSHOP: 1-24-80
CONSULTANT/PROJECT: Diane Mosley/Secondary Handicapped
EVALUATION STAFF PREPARING REPORT Elaine Sebald
REPORT DATE: 2-5-80

WORKSHOP DESCRIPTION

MAJOR OBJECTIVES (SUMMARIZED): Given an agenda which conforms to the steps of problem-solving, one-third of the participants will conduct an ARD meeting in which common goals among members with initially conflicting points of view are established to the satisfaction of staff members and observers.

LENGTH OF WORKSHOP: 5.5 hours

OUTSIDE CONSULTANT: none

AUDIENCE: Number (%) completing WEF: 13 (68%)

Number attending: 19

Type of Participants: Almost half (46%) were guidance counselors, and most of the remainder were VACs (15%) and administrators (23%). The majority (85%) worked at the secondary level.

Percentage attending at their own request: 15%

Percentage attending as a requirement (okay): 77%

Percentage attending as a requirement (not okay): 8%

FINDINGS ON THE CONDUCT OF THE WORKSHOP

An analysis was made of the responses to "process" items which describe the conduct of the workshop. The percentage of positive responses to each of the "process" items is presented below.

PROCESS ITEMS	PERCENTAGE POSITIVE RESPONSES	
Adequate pre-workshop information	58%	
Held at a convenient time	100%	
Adequate facilities	100%	
Well organized/conducted.	100%	
Appropriate audience participation.	100%	
Content covered in workshop was meaningful.	100%	
Length was just right (long, short)	77%	(0% ,23%)
Three-quarters or more of activities contributed to accomplishment of workshop objectives.	93%	

FINDINGS ON THE IMPACT OF THE WORKSHOP

An analysis was made of the responses to the "outcome" items which describe the impact of the workshop. These results are presented below.

A. Nearly all (92%) of the respondents indicated moderate or substantial new learning. (Question 7). This places the workshop at the 80th percentile for comparable workshops.

B. Most (85%) of the respondents indicated they will apply their learning, which could result in moderate or large increases in effectiveness. (Question 8). This places the workshop at the 72nd percentile for comparable workshops.

C. Nearly all (92%) of the respondents definitely would recommend this workshop to their colleagues. (Question 10).

D. To implement the training received (Question 9):

23% indicated workshops needed.

15% indicated consultant visits needed.

8% indicated workshops and visits needed.

PARTICIPANT COMMENTS

Participants indicated that the following were the most beneficial parts of this session:
- -- the role-playing (7 comments)
- -- learning to cope with problems encountered in ARD meetings (5 comments)
- -- the prepared agenda (4 comments)
- -- the handouts (2 comments)
- -- the problem-solving techniques (2 comments)
- -- opportunity to talk with other VACs (2 comments)

Participants made the following suggestions to improve the workshop:
- --get more special education personnel involved in the workshop (2 comments)
- --schedule an activity after lunch to get everyone back into the spirit of the workshop (1 comment)

Participants indicated that they needed the following (1 comment each):
- -- ARD/IEP workshop for Carrizo Springs high and jr. high schools
- -- ARD/IEP workshop for Judson ISD
- -- written information to present to principals and other administrators
- -- inservice programs about ARD/IEP process for principals
- -- vocational assessment for special education students
- -- information on students eligible to be assessed at vocational assessment center and how to refer students
- -- more role-playing workshops
- -- assistance to VACs in keeping up with current guidelines
- -- provide an "ARD evaluator" to observe ARD meetings and make suggestions for improvement
- -- more information on audio-visual equipment

cc: Diane Mosley
Jane Francis
Patti Myers
Jack Himes
Workshop Evaluation Reports Binder
Stan Drezek (Project Files)

Approved Stan Drezek
Stan Drezek
Senior Evaluation Manager